School context

Our school is situated in the socio-economically changing inner south western suburb of Belmore. Over 95% of our families are from a language background other than English, with refugees and new arrivals numbering among these.

Many students need English as a Second Language (ESL) support. There are significant numbers of Arabic speakers. The numbers of Vietnamese, Korean, Chinese, Indonesian and Filipino families are on the increase. The Islander and Greek population numbers are stable.

The community, whilst diverse, is extremely harmonious and cohesive in its support for the school.

Principal’s message

Every day at Belmore South Public School we strive to provide students with quality learning and quality teaching, in the context of a rich curriculum that stimulates creativity and problem solving skills. This is our constant pursuit and part of a very exciting journey that we call ‘learning’.

After 150 years of quality education, it was time for some changes at Belmore South. In 2013 we examined our school messages and revitalised our logo, crest, school song and uniform. We updated our school profile and made improvements to our communication and promoted our school as a close-knit learning community. The results have been extraordinary. Our school is open and caring, friendly and focused.

During 2013, our teachers continued to participate in a wide range of professional learning programs to deepen their knowledge and skills. Through participation in an exemplar literacy project, and our role in the Empowering Local Schools National Partnership, our staff was able to continually improve the way we work and challenge students in their learning endeavours. While focused on improving student academic learning, the well-being of our students has also been considered critical. The messages of ‘being a learner’, ‘being respectful’ and ‘being safe’ were explicitly taught.

In our constant quest to deliver an engaging curriculum, ground students with confidence and help develop a strong sense of belonging to their school, we offer a wide ranging performing arts program and continue to expand our extra curricula endeavours across the key learning areas. I’m extremely proud that students at Belmore South have relevant, meaningful learning experiences across the stages. This year our Creative Arts Expo and Multicultural Fair was incredibly successful. We were honoured many art pieces being chosen to be exhibited at the School Spectacular. Our entries for Operation Art drew attention as well, with one artwork being chosen by the Public Schools Foundation for their annual greeting card. The Art Expo experience used 21st century teaching and learning technologies. This opportunity provided a great insight into how we can share expertise and raise the bar in every aspect of curriculum using technology. Our dances were hugely received and our community feast highlighted the warmth and generosity of our community.

During 2013, many of our students were excellent representatives of our school at a number of performing arts, sport and community events. We sent competitors to Swimming, Cross Country and Athletic zone and regional carnivals. We joined Symphonia Jubilate, a community of High Schools and Primary Schools orchestra and three students attended a Community of Schools music camp. Our school band and choir performed at community-based and school functions.

The extensive achievements and opportunities that are outlined in this report are possible due to the combined efforts of our very dedicated, energetic, professional teachers, our highly supportive administrative staff who facilitate our endeavours and the valued partnership of our parents and community partners, including our newly formed Parents and Citizens (P&C) organisation who increasingly champion the school with their time and combined efforts. It is
a privilege to lead this great learning community and I thank all of our stakeholders and contributors for your wonderful contributions to our school in 2013.

This annual report highlights some of the many achievements and areas of development that have been a focus for 2013, as well as targets for 2014.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Karen Mortimer  Relieving Principal

P & C message

2013 has been a very successful and productive year for the Belmore South Public School P&C.

Our major event was the affiliation of the previous ‘Parent Club’ into an official, established P&C association. This has been achieved by the hard work of all parents and members of the community. The parents and community are now part of an affiliation that will support our school and ensure all protocols are met.

Another great achievement for the P&C was the acquisition of the uniform shop. This has allowed the parents and community members to have more of a say in the design and materials of the children’s uniforms. Our uniform shop aims to keep costs reasonable, and allows any profits made, to go directly back into the school. Keep an eye out next year for the exciting new school uniform design range.

Fundraising has involved a vast range of successful activities. These included the sale of second hand uniforms, Mothers’ and Fathers’ Day stalls, the multicultural extravaganza and art expo, a hot dog day, an election sausage sizzle and cake day, Year 6 graduation bears and an end of year raffle with some exceptional major prizes donated by community members and local businesses.

Funds raised have been used to subsidise school excursions, to provide plants for the gardening club and decorations for the Year 6 farewell and for the setting up the uniform shop.

The BSPS P&C would like to sincerely thank our parents and school community for supporting all these wonderful activities. All contributions of time and effort, great and small, by so many parents and community members, are greatly appreciated. We are proud to support our children’s opportunities and experiences.

President: Ellen Manetas
Vice President: Pina Fifita
Secretary: Zeina Mehdi
Treasurer: Dimitra Kastanas

Student Executive Leadership Committee Message

We have had the privilege of leading our school in a number of areas in 2013. It has been an extremely busy year as we have been involved in school life through many extracurricular activities, hosting assemblies, running cake stalls and fund raising.

A few of us were lucky enough to attend a number of national conferences. Dhani Soeripto and Bruno Afonso attended a national leadership conference for primary school students. The boys said it was very inspirational and it demonstrated to them how important it is to set yourself goals.

Zoe Hassiotis, our school ambassador, attended the 2013 Public Education Ambassador Conference which was attended by 225 other school ambassadors from primary and high schools in Sydney. She enjoyed meeting other students and learning how to be an effective leader.

The building blocks of being a good leader are to be responsible, confident, organised, a team player and to be able to speak in front of a large audience. We have learnt a number of new skills through our leadership training and the experiences we have been given, but most importantly we have all worked cooperatively as a team and recognised that we all have different
strengths and we have respected each other’s differences.

The skills we have acquired through this leadership experience have prepared us well for high School and our future, as we will be able to take these lifelong skills with us.

Thank you to all the students and staff at Belmore South PS. We wish the 2014 school leaders the best of luck and may their experience be as successful as ours.

Front row: Claudette Sabbagh, Dhani Soeripto, Bruno Afonso.

Back row: Julie Zeini, William Unu, Zoe Hassiotis.

Student information
Student enrolment profile

In 2013 student enrolments increased. This increase is expected to continue over the coming years due to the positive testimonials continually pouring in for the recognised learning programs, staff professionalism, student well-being programs and welcoming culture of Belmore South Public School.

Also, Canterbury Council has building plans for Canterbury Road. Many new apartment blocks will be built close by during the next few years.

Student attendance profile

This table shows our attendance record over six years and how we compare with other schools.

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<thead>
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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
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</table>
Management of non-attendance

To promote high student attendance levels, class teachers encourage students within their class to attend school punctually and regularly. The school’s learning support team monitors student attendance patterns.

Where there is a poor attendance pattern, the district Home School Liaison Officer may become involved in supporting the family.

Workforce information

We are fortunate to have a core of experienced teachers, who have between ten and thirty years’ experience and service at the school. This core group has been generous in its sharing and mentoring with the majority of the staff who are early career teachers, either full-time or temporary.

In 2012, the Principal, Gail Dyer departed to take up a role as an instructional leader. The principal’s role was handed over to Karen Mortimer.

One teacher left unexpectedly, two teachers are on leave on higher duties in other schools and three teachers are on part-time maternity leave.

Workforce composition

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<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teachers</td>
<td>2</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Community Language Teachers</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. We have no Aboriginal members of staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td><strong>Income</strong></td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
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</tr>
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</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 20835.29   |
| Excursions                 | 7582.65    |
| Extracurricular dissections| 14739.31   |
| Library                    | 3929.07    |
| Training & development     | 1424.77    |
| Tied funds                 | 147653.31  |
| Casual relief teachers     | 23615.69   |
| Administration & office    | 31650.60   |
| School-operated canteen    | 10126.46   |
| Utilities                  | 38947.98   |
| Maintenance                | 1195.58    |
| Trust accounts             | 7050.55    |
| Capital programs           | 0.00       |
| Total expenditure          | 318751.26  |
| Balance carried forward    | 123865.06  |

The P&C donated $1450 to school excursions and the gardening club.

Using The Empowering Local Schools National Partnership (ELSNP) funding, (see "Tied Funds" dissection), we improved:

- professional learning and the capacity of the leadership team;
- our school's long-standing maintenance issues;
- technological infrastructure; and
- the decision-making processes of key community stakeholders.

A full copy of the school’s 2013 financial statement is tabled at the P&C’s annual general meetings. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Creative Arts Programs

Students at Belmore South PS participate in a variety of learning experiences in the visual arts.

We believe that learning and engaging in art fosters positive attitudes in our students and encourages them to think with imagination. It is through visual arts at our school that students respectfully explore their own culture as well as other cultures.

Our Art Expo highlighted the way that literacy can be conveyed through art. Students were encouraged to consider some of the reasons why art works were made. For example, works can capture a mood, enhance ideas or express a certain point of view. This allowed students to express and appreciate a variety of artworks and to participate as audience members.

At our school, emphasis is placed on local community engagement. Students met local artists and were able to ask questions about where artists get their ideas. Together with the artists, students worked on a collaborative canvas that was submitted to the Art Expo. Students were fascinated to see how various people contributed in different ways to the same piece of work.

Some students’ artworks have been chosen to be permanently displayed in the Westmead Children’s Hospital.

Students have had many exciting opportunities to enter works into exhibitions such as World’s Biggest Classroom, the Schools Spectacular and Operation Art.
Stages 2 and 3 Amery created this sculpture, based on their workshop experience with the Australian ballet. It was displayed at the Entertainment Centre during the Schools Spectacular and was a highlight for the World’s Biggest Classroom display. All sculptures were tagged with unique QR codes to link to our school blog and personal project information pages.

Students from the school band had the opportunity to participate in a regional schools three-day music camp at Lane Cove, in which students had intensive instrument tutorials, orchestra rehearsals and composition workshops.

The band participated in the Inner West Ensembles Festival at Burwood Girls High School and was awarded a prize for outstanding ensemble playing.

Music

Our students have had many opportunities in the area of music this year. Every student in the school has, for the first time, reaped the benefits of having a weekly music program with our very own music specialist, Luke Wallace, a graduate from the Conservatorium of Music. During these weekly music lessons, students learn how to play together as an ensemble and to develop performances for school events.

All students from our school participated in the Music Count Us In program, and sang “Keep On” with over 600 000 students across NSW who sang it at the same time.

Our school band, led by Mr Wallace, has tripled in size and includes a diverse range of instruments across percussion, woodwind and brass sections.

For the first time in history, a piece was commissioned for the school band. This piece, “Azuzu” was composed by Harri Harding, a composition graduate from the Conservatorium of Music, and was written specifically to exhibit the abilities in our band!
Our school drumming group is made up of students from Stages 1—3 and has been composing exotic rhythms since Term 1. The school drumming group played at our musical soirée and at our presentation day to entice future musical students for 2014.

We have had guitar tuition at our school this year, provided by tutor, Mr Jamie Valente. We plan to increase the number of private instrumental lessons based at the school in 2014.

A select few students from our school have also been invited to play as part of Symphonia Jubilate, a symphony orchestra created in 2013 by Luke Wallace and Tracy Burjan. The orchestra is made up of over 120 students from the Strathfield and Canterbury Education Networks.

These students have had the honour of playing alongside Kamahl in the "Forever Young" concert at the Sydney Town Hall. They have also performed at St Mary’s Cathedral Square, as part of the Harmony Day Walk, and at the Sydney Opera House in "Our Spectacular".

Symphonia Jubilate performing at its High Tea concert

In September, Belmore South Public School's choir performed at "Our Spectacular", a concert at the Opera House, which showcased the talent of schools from the Granville and Strathfield areas. The theme of the concert was 'The Electrifying Eighties'.

Our choir contributed 17 singers to the mass choir of 600 students. One student, Caitlyn Henry, successfully auditioned to perform a small ensemble piece on the stage of the Opera House on this evening.

The combined choir at the Opera House

Debating

The Belmore South PS debating team welcomes students from Year 1 to Year 6. There is a strong commitment to developing personal capacities in public speaking and debating, with an emphasis on student peer mentoring.

Many members of the debating team go on to play strong leadership roles within the school and broader community. The debating team competes throughout the year in the Granville Strathfield School Areas Debating Competition and in 2013 won approximately half of its scheduled competition debates.

This year debating topics developed student’s knowledge of a range of contemporary social issues such as the responsibilities inherent in using the internet and developing healthy lifestyle choices.
Public Speaking

This year Belmore South celebrated student achievements in presentation skills through a dedicated public speaking assembly for K—6 students. Working in their classes, students analysed and identified the qualities of successful public speakers and practised these skills in their own classrooms.

Each class nominated particularly skilled students to take part as finalists in the competition and to model good public speaking before a larger audience.

Congratulations to our competition finalists and to all our students who completed this year’s training in public speaking skills!

Sports Program

During 2013, students at Belmore South Public School experienced a wide variety of activities designed to improve their fundamental movement skills and to increase their levels of physical activity.

All students took part in the Premier’s Sporting Challenge. This year most of our students obtained a gold certificate which was a wonderful result.

Students in Years 3—6 were given the opportunity to be involved in the Wiley Park School Sports Association (PSSA) carnivals in swimming, cross country and athletics carnivals at a school, zone and area level.

In Term 1, students represented us at the Wiley Park PSSA zone swimming carnival.

The school had its annual cross country carnival in May. Thirty-two runners represented our school at the zone carnival. We had wonderful results with two of these students continuing on to the regional carnival.

In June, the annual athletics carnival at Campbell oval involved students from Kindergarten to Year 6. Students aged 7 years and under participated in a mini carnival while students 8 years and over competed in track and field events. Topaz Gemstone Learning Team was winner of the athletics carnival by one point.
In August, forty of our athletes competed in the zone carnival at Campbell Oval. Two of our students and the junior boys' relay team represented our school at the regional carnival.

The NSW touch football gala day was held at Henley Park in September for the school’s mixed junior and senior touch football teams. Our senior girls’ team was the champion of the day winning the overall competition. A boys’ soccer team also participated in a soccer gala day held at Enfield in September.

All students K—6 participated in the Life Education Program when Healthy Harold visited our school in September.

In October, sixty students participated in the School Swimming Scheme. Non-swimmers and weaker swimmers were targeted for participation as a priority to improve their skills and safety in the water.

In November, Stage 2 participated in a Sydney Kings basketball workshop. Students were given the opportunity to meet two of the current Sydney Kings players and to learn some basic basketball skills.

Stage 2 also participated in a Sydney FC soccer workshop. Students enjoyed learning soccer skills and practising these in a friendly game of soccer.

Our school was again involved in the Healthy Kids School program. All classes had "Crunch&Sip" breaks and nutrition lessons. Healthy eating programs were embedded in each stage’s PDHPE learning programs.
All students took part in the Premier’s Sporting Challenge in 2013. This year most of our students obtained a gold certificate which was a wonderful result.

The Gemstone competition was close this year with only a few points separating all the Gemstone Teams. However, after a very busy and successful sporting year, the overall winner for 2013 was the Onyx gemstone learning team.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter Belmore South PS in the *Find a school* and select *GO* to access the school data.

The following graphs show our school’s NAPLAN performance in Years 3 and 5 literacy and numeracy.

**NAPLAN Year 3 - Literacy**
The graphs below show the growth our Year 5 students have made between the Year 3 and the Year 5 NAPLAN Reading and Writing. The growth made by Year 5 students is above the state average growth.
Other school based assessments

"Curriculum Based Measurement" (CBM) assessments are completed from Year 1 to Year 6 over various times throughout the year. CBM is a diagnostic tool used to give students and teachers an understanding of students’ areas of strength and weakness in the areas of oral reading (Years 3—6) and comprehension (Years 1—6). It is used in conjunction with the literacy continuum and English syllabus to plan learning experiences and is also used to enable goal and target setting within classes. Students showed marked improvements and growth in both fluency and comprehension across all year levels.

Fluency

In Term 1, 39% of students in Years 3—6, performed below the stage benchmark, decreasing to 19% in Term 4.
In Term 1, 24% of students in Years 3—6, performed at the stage benchmark, decreasing to 22% in Term 4.

In Term 1, 37% of students in Years 3—6, performed above the stage benchmark, increasing to 59% in Term 4.

**Comprehension**

In Term 1, 21% of students in Years 1—6, performed below the stage benchmark, decreasing to 10% in Term 4.

In Term 1, 54% of students in Years 1—6, performed at the stage benchmark, decreasing to 39% in Term 4.

In Term 1, 25% of students in Years 1—6, performed above the stage benchmark, increasing to 51% in Term 4.

Our literacy target for Early Stage 1 was that 80% of Kindergarten students achieved at or above cluster 4 in reading. 25 out of 40 students achieved at or above cluster 4 (61%).

Our literacy target for Year 1 was that 83% of Year 1 students achieved at or above cluster 6 in reading. 20 out of 30 students achieved at or above cluster 6 (67%).

We aimed for 71% of Year 2 students to achieve at or above cluster 8 in reading. 20 out of 31 students achieved cluster 8 (65%).

In Early Stage 1 numeracy we aimed for 80% of Kindergarten students achieving at or above perceptual in numeracy. 39 out of 40 students achieved at or above perceptual in numeracy (98%).

In Year 1 numeracy we aimed for 77% of Year 1 students achieving at or above figurative in numeracy. 26 out of 30 students achieved at or above figurative in numeracy (86%).

We aimed for 80% of Year 2 students achieving at or above counting on and back in numeracy. 27 out of 31 students achieved at or above counting on and back in numeracy (87%).

**Other achievements**

**Leadership**

The Belmore South Student Representative Council (SRC) is a peer elected group which represents the students of Belmore South Public School. One member per class is elected to the SRC.

The SRC met on a weekly basis in 2013 and discussed key issues concerning students’ wellbeing and concerns. They also learned how to be good leaders, through activities and games designed to help them respect the point of view of others and to collaborate.

The SRC organised and were involved in activities including ‘Walk Safely To School Day’ and weekly updates to students on practical ways of following school rules.

The SRC students successfully received a grant for the school to promote healthy eating. They also helped beautify our school by working in gardening club and caring for our grounds and equipment.

Congratulations to the SRC for their enthusiasm and their growth in leadership skills over the year.

**Citizenship**

On Monday 26 November, the Rotary and Rotaract Clubs of Burwood hosted the Primary Citizenship Awards at the Burwood RSL Club with a presentation evening and dinner. Two of our students, Harmony-Rose Mansell and Jinni Kim were selected by the school to receive the Burwood Rotary Primary Schools Citizenship Award in recognition of their achievements.

Harmony-Rose and Jinni were exemplary students and great role models who upheld the school rules and values with pride. The students were accompanied by their parents, school principal and teachers.
Beat The Buzzer

Our school sent a team of strong contenders to the Belmore Boys’ High School annual “Beat the Buzzer” academic trivia competition. This event is hosted in the library by the Gifted and Talented (GAT) students from Years 7 and 8. The GAT team spent eight weeks preparing and organising questions to ask the young and talented primary school students. 25 questions were put together and were answered at each level of competition.

The day was full of excitement, for our bright intelligent young students. And to top it off – they had a taste of high school!

Our team of boys who participated in the Annual Belmore Boys’ Beat the Buzzer primary school competition. From left: Lance Berzabal, Mathew Liu, Ziping Liu and James Zoghaib.

Chess Club

This year Belmore South started its inaugural school chess club to great enthusiasm from students and parents alike. Students worked together to play and improve their chess skills and knowledge and to share learning opportunities with each other via Edmodo.

With strong parental support to ensure travel to external venues, we entered a rookie team in the NSW Junior Chess League competition and were
awarded first place in the Inner West Division 4 competition.

Congratulations should be extended to our Year 5 student, Ziping Liu, who was acknowledged by the NSW Junior Chess League as the NSW Most Improved Junior Player for 2013.

In Term 4, Belmore South PS hosted a NSW Junior Chess League One-Day School Tournament for the Inner West area. Chess continues to be a popular student extra-curricular activity.

Gardening Club

Belmore South has a burgeoning gardening club. Its members are working to improve the school’s landscaped environment and kitchen garden.

Students are currently involved with planting a fruit orchard and a kitchen garden to supply the school canteen with fresh produce.

The P&C and extended school community are committed participants and support the garden development through donations of money, time and expertise and are pivotal to maintaining the gardens through the school holiday periods.

Film Club

Film Club students viewed short films and movies to learn about techniques used by film makers and also the importance of using elements of the
story to create a movie for an audience. They learned about aspects of film such as camera angles, the development of a plot and characters and the place of these in creating a film to be enjoyed.

Film Club students created several short films from start to finish using a variety of technologies across different platforms. They used both PC and Mac computers to create the final product and also digital cameras, iPods and iPads. Students collaborated in small groups to create a narrative, to storyboard it, to costume and finally to film the story. Students learned how to edit and complete the final product of a short film.

Film Club’s final products in short film were: ‘A Night At The School Museum’, ‘Our School Rules’, ‘Stage 2 Excursion to the Royal Botanic Gardens’ and ‘Friendship’.

Students are to be congratulated on their efforts, especially in the challenging area of editing.

Aboriginal education

In 2013, Belmore South Public School had students that identified as Aboriginal or Torres Strait Islander.

The Aboriginal contact person, Clare Hackney, worked with classroom teachers to develop Personalised Learning Plans (PLPs) for all Aboriginal students in line with DEC guidelines. These PLPs aim to close the learning achievement gap for Aboriginal students in NSW by developing goals and strategies in specific areas including literacy and numeracy.

This year, Belmore South Public School participated in the Deadly Showcase. This initiative aimed to collaboratively create pathways for students and communities through the merging of Best Start (now PLAN) and Aboriginal and Torres Strait Islander education. Teachers planned and implemented effective teaching practices using 8 ways of Aboriginal Learning, Best Start Early Learning Plans and Personalised Learning Plans for Kindergarten to Year 2 Aboriginal and Torres Strait Islander students. Teachers chose a specific teaching and learning focus for their students and participated in professional learning, lesson observations and demonstrations.

The Aboriginal and Torres Strait Islander culture and community was recognised and celebrated as part of Harmony Day, Multicultural Day, NAIDOC Week and Reconciliation Week.

Multicultural education

Belmore South Public School is a diverse community with many cultures and languages represented.

All classes program opportunities for students to be a part of enriching cultural experiences.

Our cultural awareness is enhanced through explicit instruction and exposure to personal development, values education, and peer support programs.

Community languages programs and music education also work to develop appreciation and acceptance of our school’s unique identity.

Significant programs and initiatives
This year, our Multicultural Day celebrations were combined with our Creative Arts Expo. This day’s celebration involved students, staff, families, and community members. Participants were able to contribute food representative of their cultural background, and then share in a fabulous feast.

To complement this multicultural experience, local cultural groups and school groups including our Greek and Arabic community language classes, performed traditional songs and dances.

The following QR code can be scanned with a free QR reader such as QRDroid. It will link to a video of our Multicultural Day.

For Harmony Day, 2013, Belmore South Public School studied what harmony means in terms of relationships, diversity, acceptance, and peace. All students learned about symbols associated
with this special event and created individual dove designs promoting messages of peace.

Our school gathered for a celebration by releasing doves to represent a wish for peace spreading out into the world.

The following QR code can be scanned with a free QR reader such as QRDroid. It will link to a video of our Harmony Day.

Through the Multicultural grant, ‘Communicating with your School Community’, Belmore South Public School has:

- set up a communication team made up of the principal, a teacher, SASS staff member, Community Liaison officer and parent to enhance communication, parent involvement and promote the school positive image;
- up-skilled members in the areas of promotional writing, media relations, communications planning, photography, event management, research, school websites and print material;
- created new school key messages in line with our mission statement;
- transformed our communication with parents by updating the school newsletter and using surveys to ascertain the needs of the community;
- developed new promotional materials such as handbooks and pamphlets, and attended network meetings to promote our school and showcase the variety of authentic and rich learning opportunities;
- updated the ‘school song’ and school crest; and
- increased opportunities for parents to attend workshops, gain information and have a voice in decisions via parent-based surveys.

Future Directions

- The team aims to encourage families and community members in whole-school planning and evaluation processes.
- We aim to survey families and find out their interests and skills and follow up with opportunities for all to become further involved.
- We will continue to update our school website to link into our school blog to inform parents of the many wonderful learning opportunities created within the school and community.
**National Partnerships Programs**

**Improving Literacy and Numeracy National Partnership (ILNNP)**

In 2013 Belmore South PS was fortunate to become part of an Improving Literacy and Numeracy National Partnership (ILNNP). Our focus was literacy. We implemented the literacy continuum areas of reading texts and comprehension, to lift literacy performance of all students in Years 3 to 6.

Our targets for literacy remain unchanged as we are aiming to improve the literacy learning outcomes of all students so they are within the expected year group range. The aim of this initiative was to review and refine current whole school practices in literacy learning. As a result, the executive leadership team attended Teacher Professional Learning (TPL) on ‘Unpacking the Literacy Continuum K—6’ to support their stage teams to develop a deeper understanding of the markers within clusters. Teachers shared their understanding of the differences between the K—2 and 3—6 continuums and showed understanding of what individual markers look like in teaching, what students may be doing to demonstrate the markers and the strategies to manage this. Teachers explored how the literacy continuum fits into a unit of work.

All students K—6 were monitored using the literacy continuum. Two Assistant Principals became ‘Internal Facilitators’, providing in-class support and mentoring to staff using the ‘Best Start’ model of demonstration, joint planning, modelling, and guided practice. Our internal facilitators trained teachers to ensure that all students are accessing stage appropriate texts to demonstrate learning. Our teachers now plan for individual differences using Assessment for Learning strategies and techniques (setting goals and targets, providing feedback, self-assessing).

To enhance the program, we used outside school resources and personnel including the Literacy and Numeracy Consultant, Best Start Facilitator, DEC Training & Development opportunities and modules. We became part of a Community of Schools, using Instructional Rounds (IR), to develop professional dialogue with colleagues from other schools. We shared best practice to strengthen the learning within and amongst schools.

We continued our Classroom Walk Throughs (CWT) to ensure students have access to stage appropriate learning and to establish quality teaching practices by supporting and scaffolding teacher learning.

Peer Coaching provided the skills and strategies that enabled the executive leadership team to successfully implement this ILNNP program through stage based teams.

The school revised its school plan in line with the revised actions and additional Teacher Professional Learning for literacy.

**Empowering Local Schools National Partnership (ELSNP)**

This 2012—2013 National Partnership allowed us to improve staff professional learning, improve technological infrastructure, address long standing maintenance issues and develop strong decision-making processes for community stakeholders.

The most important initiative for our Empowering Local Schools project was a focus on professional learning and increasing the capacity of the school leadership team to develop leadership skills in order to identify, plan and effectively allocate resources in line with the school plan.

We also focused on prioritising repairs to long standing maintenance issues which were identified as having a negative impact on student engagement and learning.

Our third aim was to purchase resources to improve technological infrastructure, to further teacher and student engagement and efficient administrative practice.
Finally, in order to better engage the community of Belmore South Public School, we aimed to develop the decision-making processes of key community stakeholders.

**Successful outcomes**

- 100% of the school executive and our technology committee leader effectively budgeted for key school initiatives and prioritise the purchase of resources to improve the technology infrastructure for further teacher and student engagement.

- The Senior Administration Manager completed her Advanced Diploma of Management, consolidating finance and aligning to the School Plan.

- Executive staff members and teachers completed professional learning in leadership, literacy and ICT, and have implemented mentoring and programming support teaching and learning.

- The Principal joined an ELSNP Learning Circle, enabling a clarification of her role, encourage reflective practice and gain support from very experienced colleagues.

- Long standing maintenance issues were addressed. The school completed an audit of breakages, furniture and outside environment needs, and prioritised needs. Long standing window breakages, which were boarded up, are being addressed as a priority and unnecessary window grills have been removed.

- Safety concerns were addressed, with support from the Asset Management Unit. Sewerage and drain improvements have been prioritised and a plan is in place to improve this ongoing issue.

- In a joint venture with a community group, Good Beginnings, a community grant was successfully sought to improve playground equipment. Gardens have been replanted, fresh produce is being grown and harvested, and a fruit tree orchard has been initiated to enhance the front of the school site.

- The school has purchased resources to improve technological infrastructure. A team of teachers and support staff prioritised technological investments to ensure high quality student and teacher engagement and efficient administrative practices. Two teachers have completed Regional ICT training and shared this new knowledge, linking it to the NSW syllabus for the Australian Curriculum.

- Development of decision-making processes for key community stakeholders was a priority. Whilst it is early days at Belmore South Public School, there has been a notable increase in our community having a voice in decisions that affect their children. One parent attended a two-day *enhancing school communication* workshop, as part of a school team. The P&C has been formally affiliated. A fund-raising committee has been formed and has held two very successful events this year. Long term, sustained consultation about a new school crest, uniform and school song has been successful, supporting our student wellbeing program of increasing school pride. Two parents developed their public speaking skills and there are many examples of parents supporting each other in building the leadership development of our P&C Executive parent body.
School planning and evaluation 2012—2014

School priority 1  Literacy

Outcome for 2012–2014
Increase the reading level of all students.

2014 Targets to achieve this outcome include:
- increase the expected growth from Year 3 to Year 5 students to an average mean of 97.4 in NAPLAN and 68 from Year 5 to Year 7 students;
- 17% of Year 3 students will achieve at Proficiency Standard (Band 5 or beyond) in NAPLAN;
- 10% of Year 5 students will achieve at Proficiency Standard (Band 7 or beyond) in NAPLAN; and
- all students from Year K to Year 6 will show growth to be at or beyond grade level on the school based reading (fluency and comprehension) and Best Start results.

Strategies to achieve these targets
- Use data analysis, both formative and summative, to inform the development of personalised student learning plans and differentiated learning.
- Implement innovative practices including continuing the ILNNP focus on reading texts and comprehension, expanding to incorporate further development of the vocabulary aspect of the literacy continuum, Language, Learning, Literacy (L3), Focus on Reading, Assessment for Learning, 8 Ways to engage learners in quality teaching, particularly in the area of substantive communication and critical thinking.
- Use classroom and CAP room data walls to monitor and track individual student growth, to negotiate student learning targets and to provide feedback to students upon their learning.

School priority 2 Numeracy

Outcome for 2012–2014
Increase the numeracy outcomes for all students.

2014 Targets to achieve this outcome include:
- Increase the expected growth from Year 3 to Year 5 students to an average mean of 77 in NAPLAN and 52 from Year 5 to Year 7 students;
- 14% of Year 3 students will achieve at Proficiency Standard (Band 5 or beyond) in NAPLAN; and
- 18% of Year 5 students will achieve at Proficiency Standard (Band 7 or beyond) in NAPLAN.

Strategies to achieve these targets
- Begin teacher professional learning with extensive investment in the Targeting Early Numeracy K-2 program, collaboratively planning, programming, implementing and evaluating, systematic and explicit teaching and learning opportunities using innovative practices, school-based assessment for learning, consistency of teacher judgement practices and DEC initiatives.
- Plan, develop and implement integrated units of learning where numeracy is embedded authentically in all learning opportunities.
- Regularly monitor student progress through observation, conferencing and diagnostic tests.
- Use a school based benchmark to promote speed and fluency. Achievements in numeracy fluency and accuracy are tracked against negotiated targets and this will assist students to become engaged as quality learners as they plan their own learning goals, monitor their success and gather evidence of their learning.
- Evaluate using school-based numeracy assessments, consistent teacher judgment practices and DEC numeracy initiatives.
- Classroom walls will display charts that monitor and track individual students’ numeracy growth.
- Differentiated learning programs will be developed to improve student outcomes in areas identified for improvement.

**School priority 3**

**Outcome for 2012-2014**

To provide a well-being program that promotes a safe and respectful learning environment.

**2014 Targets to achieve this outcome include:**

- Students to experience an environment that focuses on safety, respect and learning; and
- Refine and evaluate the wellbeing program.

**Strategies to achieve these targets**

- Positive Behaviour Learning (PBL) will provide the foundation for negotiated school rules and behaviour expectations.
- ‘Circle Time’ will be timetabled twice weekly as a structure for introducing/consolidating expected behaviours.
- Tracking, record-keeping and communicating of classroom and playground behaviour will be regular.
- Increase ‘Shining Star’ awards from 33% (2013) to 50% (2014) for positive student contributions to school life and upholding school rules and behaviour expectations.
Professional learning

Members of staff at our school have been provided with many valuable professional learning opportunities, with the support of the National Partnerships programs and DEC funding. (See "Significant Programs and Initiatives" section of this report). An average of $1150 has been spent on each member of staff to further their professional learning.

![Reading Recovery Graduate, Emily Rhodes, with Reading Recovery Tutor, Jennifer Greig.](image)

In Term 2, Belmore South Public School received funding from the "Improving Literacy and Numeracy National Partnership" (ILNNP) to implement the K—10 literacy continuum in reading texts and comprehension.

Two Assistant Principals worked with individual staff members to use data, the new English syllabus and the literacy continuum to plan quality learning experiences targeted to individual student needs.

Teachers were provided with high quality professional support to develop expertise in differentiating instruction to improve student literacy outcomes in reading and comprehension. Assistant Principals and teachers worked alongside each other in the classroom to prepare and implement effective literacy pedagogy.

Modelled, guided and independent strategies were used to assist students and teachers to practise, consolidate, transfer and apply literacy learning across key curriculum areas. The implementation of the ILNNP program impacted positively on enhancing teacher professional practice and in raising student literacy outcomes to "at expectation", and "beyond stage expectation", in reading and comprehension.

Early career teachers were supported to achieve accreditation with the NSW Institute of Teachers.

Parent/caregiver, student, and teacher satisfaction

Belmore South PS sought the opinions of parents, students and teachers about school climate and school image.

Groups of students were interviewed, using a survey on learning, respect and safety. Ninety-five percent of students believed that learning every day is important. Ninety-two percent of students believed that our playground should be safe at all times, and ninety-three percent believed that it is extremely important to show respect for one another.

Thirty-five percent of students received a Shining Star pin at our inaugural ceremony in November, in recognition of their gaining one hundred learning, safety and respect tokens throughout the year. Students wear this pin with pride, and look forward to earning the next one.

![Shining Star pin](image)

In a small group survey, students talked positively about the enrichment activities that are offered and are thrilled that chess is now offered. Most students interviewed know immediately what our school rules are and what they mean. They look forward to weekly circle time and “Gemstone Learning” time. They are thrilled to see their work on the school blog site.

The teachers also feel extremely positive about the progress that has been made in strategies to improve school climate. They feel the lessons in ‘Circle Time’ and ‘Gemstone Learning’ teams have been particularly successful, noting changes to organisation has made lessons more authentic and
meaningful. Planning room routines and timetabling issues are in need of some clearer guidelines in the future. Most teachers actively use the school blog site to showcase student achievements.

Groups of parents were also interviewed, using the same survey as for the students, on learning, respect and safety. Ninety-eight percent of parents believed that learning every day is important. One hundred percent of parents believed that our playground should be safe at all times, and ninety-five percent believed that it is extremely important to show respect for one another.

A focus group of parents expressed strong satisfaction with the school. A growing number of parents regularly attend parent club / P&C. Whilst they feel it is a dynamic and exciting environment, parents are aware that enhancements to the playground could be a focus in the future. Other responses made about the school mentioned the welcoming environment. Parents feel they can talk to their child’s teacher and that this provides helpful information about their child’s progress. They understand that the school has high expectations for learning and behaviour. Although parents feel the communication with the school was adequate, data suggests they are not fully confident in their understanding about some programs and activities offered by the school. They look forward to alternative communication methods being offered.

The school blog has been accessed regularly by some parents this year. Parents note that the blog can be accessed through the website. The community was very active with positive comments on this site after the 150 year birthday celebrations.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Kimberly Pericles, Assistant Principal
Elza Filacouridis, Assistant Principal
Pina Fanggidae, Assistant Principal
Helen Knight, Classroom Teacher
Sophie Reed, Classroom Teacher
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Fay Papadis, Classroom Teacher
Cathy Bickerton, Administrative Manager
Clare Hackney, Classroom teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: